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that social cohesion was one of the basic needs of the expanded Europe as well as a means of development of human rights and dignity.

A Social Cohesion Committee was created. The European Council is further looking for the ways how to consolidate forces in order to create social solidarity or to strengthen the sense of dependence. The strategy of European Council is aimed at the creation of a more integrated society with reduced social isolation and risk. Special attention is to be given to the needs of poor people and risk groups. Here are the main objectives in this area:

- how to avoid the emergence of society where the majority of people is rich while the minority is on the verge of poverty;
- how to reduce poverty and overcome social isolation;
- how to cut down poverty;

- how to improve public service and secure their general accessibility;

responsibility;

- how to react to the change of life patterns and their influence on children.

Cohesion is an instrument of seeking solidarity.

One must be ready for cohesion, that is one must make preparations for the participation in community affairs and social events. Cohesion is the purpose to be sought by means of NGOs. The chances they offer are very individual in terms of original range of services, quality and compatibility with the needs of community. The planning of services starts in the community. In this way the participation of community in decision making is put into practice.

Steps taken by concrete municipalities created after the model of 16th c. communities, consolidates community.

Cohesion, humanitarian (Christian) values, and quality – these are to be the needs of a user as a citizen, consumer and community member.

Workshop 3. *THE IMPORTANCE OF TEAM APPROACH IN SOCIAL WORK*

(Moderator: V. Vaicekauskien)

The importance of team work in social work

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The specific character of social worker's professional activity demands the use and combination of individual and group work techniques. In both cases the success and the result of social work depends on social worker's ability to understand interpersonal relations, to evaluate environmental pressures, and to organise corresponding actions. Thus social worker has to know how to consolidate people into groups. He or she is to be aware of how a group turns into a team, to understand how advantageous interpersonal relations are created, and how social needs are satisfied.

Twenty-five professional social workers gath-

ered to form a work group titled "The importance of team work in social work". They mainly represented employees of municipal social support divisions and social workers and heads of social institutions (day care and employment centres, boarding houses and care homes). According to the specific character of his or her work, each member attached himself or herself to one of the following group-team types (according to D.W.Johnson):

1. Problem-solving team consisting of representatives of various divisions of one organisation. Each member interacts directly

with the client. Later they jointly discuss the client's problems at an interprofessional team meeting.

2. Special teams created to settle one definite issue or task. It may consist of representatives of separate organisations or divisions. They are able to make decisions and to co-ordinate actions taken by their organisation or its divisions. This group includes professional social workers - heads of departments, divisions or institutions.
3. Self-governing teams providing certain services to people. They function on the basis of self-government, that is the members of the team learn how to carry out all tasks in order to act as each other's substitutes. Self-governing teams organise their actions themselves, they assume the responsibility of management, and they control their work themselves. This type of group-team was the most suitable to social workers engaged in the area of social services.

Having related practical work of each work group member with the type of team, we sug-

gested singling out one particular problem and settling it within a one-type team. People suggested interesting social problems, such as providing help to a client in emergency, dissemination of information on social services, environment adjustment, creation of client groups at institutions, accommodation of lonely and old people in care institutions, employment of old people and their integration.

In order to solve these problems in team, we had to think first whether we knew the basic characteristics of a group-team, the difference between group work and team work, the roles performed by each group member, and their harmonisation techniques.

So, before engaging in practical work we got acquainted with the theoretical basis of team building, such as team characteristics, stages of development and role identification.

On the grounds of scientific recommendations (N.T.Ktazenback, A.Smith, C.Forrester) the following basic differences between a simple work group and a team were revealed:

Group	Team
1. One and only leader, often the founder and official head.	1. Leadership is distributed among all group members.
2. The goal of the group is in full conformity with the purposes of the organisation.	2. The team has its own specific goals and tasks assigned for a corresponding period of time; team activities are adjusted to them.
3. Obvious individual responsibility exists in the work of the group, every person being responsible for himself or herself.	3. Both individual and joint responsibility exists in the work of the team, every person being responsible both for himself or herself and for the whole team.
4. Individual work is evaluated and remunerated.	4. Not only individual efforts but also the total result of team work is evaluated and remunerated.
5. At their meetings groups decide who is to be assigned definite work tasks.	5. At their meetings team members work jointly; each of them takes the share of work and the role according to his or her skills and inclinations.
6. Members may leave the group to pursue their own goals and interests.	6. Team members rely on each other, their commitment to the team lasts until corresponding work results are achieved.

In this way we realised that the basic characteristics of a team include:

- 1) developed interaction techniques: successful interaction, confidence in one another, respect and support given to each team member;
- 2) responsible distribution of roles and functions

among team members taking into account individual characteristics of each person;

- 3) shared leadership when, with respect to a situation, each team member is both entitled to leadership and membership (participation);
- 4) distinct methods of action and norms of behaviour.

To sum it up: *Team means an effective group of people able to consolidate itself and use its corporate skills for the implementation of a definite goal, and, above all, to satisfy individual needs of every member.*

Each team is a group, however not every group is a team. So, a work group has to develop gradually stage by stage in order to become a team (Table 1).

Table 1. The transformation process from group to team

Work group		
Team formation		
Stages	On-going processes	Psychological problems
I. Formation stage	Definition of goals and tasks	Problem of interdependence
II. Differentiation stage	Role distribution	Problem of responsibility and dissatisfaction
III. Integration stage	Choice of working methods and formation of norms	Problem of frankness
IV. Maturity stage	Emergence of team relations	Problem of confidence
Team		

Having discussed the characteristics and the stages of team formation, we noticed that all processes occurring in a team are determined by professional competence of its members and by the “discovery” of personal role in joint activities. What role can be performed by each of team members within a team?

Researchers do not agree as to how many and what roles are needed in general. What roles are necessary and what roles can be compensated? We discussed in short the eight roles performed by a successful team: company staff member (S), chairman (C), moulder (M), inspirer (E), resource researcher (R), supervisor-evaluator (SV), team person (TP), performer-finisher (PF). They were suggested by M.Belbin, a psychologist from Cambridge. Later we discussed in greater detail the composition of team according to the so-called “team organisation circle” suggested by C.J.Margerison and D.McCann (1991). Here all team members are divided into 4 groups by their functions and characteristic behaviour.

1. **Researchers.** The roles of researchers include: creator, innovator, researcher, sponsor. Their activity is connected with examination, creativity, external contacts’ building, and search.
2. **Organisers.** The roles of organisers include: receptionist, executive, inspirer, organiser. The performers of these roles discover how ideas are organised in practice, observe market movements and supervise team actions, elimi-

nate obstacles arising on the team’s path, and concentrate everything at one point.

3. **Controllers.** The roles of controllers include: producer, finisher, controller, inspector. This type of activity encourages relatedness when one or two team members try to perform necessary daily tasks and to complete the whole work of the team, to control how many team tasks have been carried out, how team members perform their roles. Control means the analysis of details, a system, standards, rules and keeping to the plans.
4. **Advisors.** The roles of advisors include: partisan, supporter, reporter, advisor. The tasks of these roles are to integrate team members, take care of their interrelations and cultural traditions, report on the team’s achievements, represent and present the team.

Workshop participants decided to get practically into this circle and to learn how a 4–8 member team with 4 roles performed functioned in reality.

Each participant of the workshop, with the help of a test, had to choose the role corresponding to his/her characteristics and abilities. To achieve this we used Belbin’s test. We modified it to prepare a questionnaire on self-awareness. Respondents were offered statements falling into 5 groups. They had to be evaluated on the grounds of a 10-point scale by the accuracy of description of respondent’s behaviour. Points had to be

written down in Table 2 (see Lithuanian version of paper).

Statements

1. I am sure I am able to contribute to the team because:

- a) I think I am not only able to notice opportunities but also to generate ideas.
- b) I am able to co-operate with various people in order to achieve desirable results.
- c) I am able to attract people if they seem to be useful for the achievement of the team's objectives.
- d) I am able to fulfil a task completely.

2. Maybe my faults in working within the team are as follows:

- a) I dislike badly-organised meetings.
- b) I am inclined to lend an attentive ear to the newly arising ideas.
- c) My colleagues think that I stress details and fuss about unnecessarily.
- d) I find it hard to be a leader because I overreact to the group's atmosphere.

3. When I communicate with other people:

- a) I manage to influence people without pressing them.
- b) I am ready to encourage people to act so that the time is not wasted.
- c) You can expect something original on my part.
- d) I think I am able to find correct solutions.

4. My attitude to the group's work is as follows:

- a) I am not opposed to other people's views but I do not want to stick to the opinion of the minority.

- b) I usually advance sound reasons to parry groundless statements.

- c) I think I can organise work to secure the implementation of the plan.

- d) I am inclined to take people by surprise.

5. If I suddenly got a difficult task, or had little time and no familiar people around me:

- a) I would start discussions in order to provoke new ideas to move forward.

- b) I would find some way to reduce the volume of task.

- c) I would be ready to work with the person whose attitude would seem to me the most positive.

- d) As my attitude to haste is natural, I would secure everything done in time.

Evaluation results were recorded in another table (Table 3). The highest score shows what type of respondent's activity will be the most useful in the team. If another role scores the same or similar number of points, this means a reserve role to be performed by the respondent in case the primary role becomes unnecessary. The role showing the lowest score indicates the respondent's defects. However he or she is not encouraged to seek personal restructuring. Instead, the respondent is recommended to search for a colleague in the team whose personal merits might compensate for his or her defects.

Table 3. Results of survey

	Researcher	Organiser	Controller	Advisor
1.	a)	a)	a)	a)
2.	b)	b)	b)	b)
3.	c)	c)	c)	c)
4.	d)	d)	d)	d)
Sum:				

Description of roles

Researcher. Researcher's role is connected with search, creativity, and contacts. *Positive characteristics:* distinguishes the basic problems, reveals the team's opportunities, gives original suggestions, encourages novelties, domineering,

sociable. *Negative characteristics:* insufficiently thorough, may not heed details, gets bored soon.

Organiser. This role is related with the attempt to concentrate everything at one point in order to take necessary steps. *Positive characteristics:* takes care of the team's energetic actions, their results, adjusts the team's goals, de-

finishes the areas of work and communication channels, is aware of team members' merits and defects, a domineering extrovert. *Negative characteristics*: may be despotic, arrogant.

Controller. Control means the analysis of details, a system, standards, rules, keeping to the plan, activities encouraging connectedness. *Positive characteristics*: likes to give time to consideration, is able to carry out objective analysis, to keep strictly to the plan, seeks to check every detail, an introvert.

Negative characteristics: impatient, may be tactless and disrespectful.

Advisor. The advisor's role implies giving information, presentation of plans, training and experience necessary to carry out the task. *Positive characteristics*: likes to make time tables, systems, schemes, needs a precise plan, stresses the team's merits, pleasant, able to listen, rests

on other people's ideas. *Negative characteristics*: may be hostile, hesitant.

At the very start workshop members raised the most urgent practical social problem expecting to solve it in team. When everyone chose his or her role, we suggested forming 6 teams consisting of 4 members each. They were to analyse and solve corresponding social problems.

Teams were given 30 minutes to analyse a social problem and discuss the ways of its solution, and 10 minutes to present their work results, and to speak about the compatibility and significance of roles.

Thus the final stage of the workshop was very interesting as it encouraged the participants to put into practice the theoretical knowledge of team work, and to analyse team work perspectives with reference to social work experience.

References (see Lithuanian version of paper)

Workshop 4. DEVELOPMENT OF COMMUNITY IN LITHUANIA: STRATEGY AND TACTICS

(Moderator: D. Beresnevičienė)

Community building in Lithuania: Strategy and tactics (Psychological premises)

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- What is a community?
- What are its purposes and tasks?
- How are the needs of community members satisfied (what is the current strategy)?
- What may a psychological community-building model look like (on what may social policy makers rely)?

The purpose of the article: To analyse the psychological premises for community building in Lithuania.

The tasks of the article:

1. To analyse the notion of "community" within the contexts of social psychology and adults' education.
2. To define the role of a social worker in community building.
3. To provide a psychological model of community building in Lithuania (in terms of strategy and tactics).

According to P. Berger and Th. Luckmann (1999), "society is understood as a permanent dialectical process made of the following 3 features: externalisation, objectivisation and internalisation. A separate member of society externalises his/her own existence into the social world, internalising it at the same moment as an objective reality. To put it otherwise, to belong to a society means to participate in its dialectics" (Ibid. p. 163).

However an individual is not born as a society member. He/she is born with a disposition towards the social, and eventually becomes a